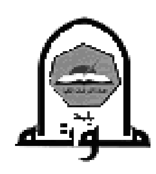


Mu´tah University
Deanship of Graduate Studies

The Effect of Using Cooperative Learning on the Achievement of Third Secondary Grade Students in EFL Courses in Saudi Arabia

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Sa'ad Samawi Al-Jebreen

Table of Contents

Contents	N0

List of Tables

List of Appendices

الملخص

أثر استخدام إستراتيجية التعلم التعاوني في تحصيل اللغة الإنجليزية لطلبة الصف الثالث الثانوي في المملكة العربية السعودية

سعد سماوي الجبرين

جامعة مؤتة، 2013

هدفت هذه الدراسة إلى الكشف عن أثر استخدام إستراتيجية التعلم التعـاوني في تحصيل اللغة الإنجليزية لطلبة الصف الثالث الثانوي فـي المملكـة العربيـة السعودية، لتحقيق أهداف الدراسة تم طرح السؤال التالي : ما هي آثار اسـتخدام إستراتيجية التعلم التعاوني في تحصيل اللغة الإنجليزية لطلبـة الـصف الثالـث الثانوي في المملكة العربية السعودية؟. استخدمت الأوساط الحسابية والانحـراف المعياري، تكونت عينة الدراسة من (64) طالباً في الصف الثالث الثـانوي فـي ثانوية القريات، (32) طالباً مجموعة تجريبية و (34) طالباً مجموعـة ضـابطة خلال الفصل الثاني 2013/2012 تم اختيارها عشوائياً. أشارت نتائج الدراسة إلى وجود أثر في تحصيل الطلبة لصالح المجموعة التجريبية يعزى لصالح اسـتخدام إستراتيجية التعلم التعاوني، وفي ضوء النتائج التي توصلت إليهـا الدراسـة تـم اقتراح مجموعة من التوصيات لذوي العلاقة .

Abstract

The Effect of Using Cooperative Learning on the Achievement of Third Secondary Grade Students in EFL Classrooms in Saudi Arabia

Sa'ad Samawi Al-Jebreen

Mutah University, 2013

This study aims at investigating the effect of using cooperative on EFL third secondary grade students' achievement in K.S.A. This purpose could be achieved through answering the following question : What are the effects of using cooperative learning on the achievement of the EFL third secondary grade learners? Means and standard deviation were used. The sample of the study comprised (66) male third secondary grade students: 32 experimental; 34 control group from Al- Grayet secondary schools during the second semester 2013/2014. The sample was randomly selected. All students have the same background. Results of the study showed that there was an effect on the third secondary grade learners' achievement due to the use of cooperative learning. In light of the results of the study, some recommendations were recommended to the concern.

Chapter One
Theoretical Background of the Study

1:1 Introduction

The application of cooperative learning to classroom teaching began in the 1970s when the United States began to design and study cooperative learning models for classroom context (Johnson & Johnson, 1990; Kagan 1990). Cooperative learning is claimed to be an effective teaching method in foreign/second language teaching by scholars abroad (Johnson & Johnson, 1990; Kagan 1990). Although cooperative learning has been researched in many parts of the world , to the best knowledge of the researcher no study had studied its effect in teaching English as a foreign language in K.S.A..

It is generally asserted that cooperative learning is the best option for all students because it emphasizes active interaction between students of diverse abilities and backgrounds and demonstrates more positive student outcomes in their achievement, social behavior, and affective development (Al-Weher and Al-Nees,2004**).** Although most research findings point to the positive influence of cooperative learning on learners' achievement, social behavior, and affective development, no previous has study studied its effect on the EFL learners, in K.S.A.

Moreover, as suggested by Kagan(1992), a teacher's familiarity with cooperative learning could affect the results of such teaching method , in addition teachers need prior training to obtain professional competence of cooperative learning. Therefore, the purpose of this research is to study the effect of using cooperative learning on the achievement of the third secondary grade students in EFL classrooms in Al-Grayat directorate of Education in Saudi Arabia**.**

1:2 Statement of the Problem

Many teachers of English as a Foreign Language (EFL) in Saudia Arabia are incorporating different instructional methods in their classrooms according to the procedures of the teacher's book yet non of them had used cooperative learning in their teaching. Therefore this study is essential as the researcher feels that it is worthwhile to examine whether using the cooperative learning effects the achievement of the students, hoping to improve the quality of teaching EFL in Saudi Arabia, also the main aim of the study is to suggest relevant pedagogical implications that are suitable to teaching and learning of English.

1:3 Purpose and questions of the Study

The purpose of this research is to investigate the effect of using cooperative learning on the achievement of the third secondary grade students in EFL classrooms in Al-Grayat directorate of Education in Saudi Arabia during the second semester 2013/2014.

1.4 Questions of the Study

To achieve the purpose of the study, the following questions were formulated **:**

1. Is there an effect of using cooperative learning on the achievement of the third secondary grade students in EFL classrooms in Al-Grayat directorate of Education?
2. Is there an effect of using cooperative learning on the achievement of the third secondary grade students in EFL classrooms due to the students' level ;high, average or low?

1:5 Definition of Operational Terms

Cooperative learning: is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning. There are five characteristics that feature cooperative learning in this study: (1) positive interdependence, (2) face-to-face interaction, (3) individual accountability, (4) interpersonal and small group skills, and group processing.

Third Secondary: It is the highest class of the secondary stage. The students are about eighteen years old .They have spent six years studying English language according to the regulations of the ministry of Education in K.S.A..

1:6 Limitations of the Study

This study was limited to the following : the third secondary grade EFL male students classrooms in Al-Grayat directorate of Education during the second semester 2013/2014.

Chapter Two
Theoretical framework and Review of the related literature

This chapter is divided into two parts ;the theoretical framework and the related literature.

2:1 Theoretical Framework

Some teachers might argue that they had used cooperative learning in their class, but the effects were not as positive as the literature demonstrated. The secret lied in the distinguishing features between cooperative learning and group learning. What were the differences between these two? Taken from the outcome, cooperative learning succeeded while group learning usually perished. In principle, cooperative learning stuck to the following five elements, i.e. (1) positive interdependence, (2) individual accountability, (3) quality group processing, (4) explicit teaching of small group skills, and (5) teaching of social skills. On the other hand, group learning simply put students to sit and work in groups without further assistance or careful structure to make group work become teamwork. As a matter of fact, another reason for cooperative learning to be successful in the classroom was because it maximized the learner's learning, which would be better explained through the Learning Pyramid.

Cooperative Learning and Language Acquisition in addition to the resemblances of cooperative learning and communicative language teaching, cooperative learning as an effective teaching method in foreign/second language education was claimed by scholars abroad and at home.

Further examinations on cooperative learning and language acquisition could be inspected through three vital variables of input, output, and context, which contributed to language acquisition to a great extent (Bejarano, 1987; Kagan, 1990). An investigation revealed that cooperative learning had a dramatic positive impact on the factors critical to language acquisition.

(Kagan, 1992) suggested, the small group setting allowed a far higher proportion of comprehensible input, because the speaker had the luxury of adjusting speech to the level appropriate to the listener to negotiate meaning—luxury unavailable to the teacher speaking to a whole class.

Many researchers in second language acquisition argued that successful language learning did not only require comprehensible input, but also comprehensible output. But, student output was limited in a traditional classroom due to the dominance of teacher talk. With cooperative learning, students' language output could be enhanced while decreasing the amount

of teacher talk. Research in language classrooms showed that teacher talk dominated in the classroom and, as a result, learners had limited opportunities to speak in the target language in most traditional classrooms .Where only 10 percent of the class time was devoted to students' active use of English in communication. A class like this was a waste of time since, according to (Cheng, 2000), only 25-50 percent of the students listen when the teacher was lecturing.

In addition to the variables of input and output, language acquisition was fostered if it occurred in a context that was supportive, friendly, motivating, communicative, developmentally appropriate, and feedback (Kagan, 1997). (Kagan, 1990) argued that the traditional classroom was far from supportive as students were easily labeled "right" or "wrortg" after they answered questions before the whole class The advocate of supportive and feedback rich context for language acquisition corresponded in part to the Affective Filter Hypothesis (Dulay, Burt & Krashen, 1982), which stated that if learners were anxious, on the defensive, or not motivated, they might understand the input, but the input would not necessarily enter the language acquisition device, and would not, of course, produce output.

Theories Underlying Cooperative Learning The Vygotskian Perspective .The Vygotskian perspective related to cooperative leaning was the Zone of Proximal Development (ZPD)and the ensued affect on Krashen's Input Hypothesis. According to (Vygotsky, 1978), all good learning was that which was in advance of development and involved the acquisition of skills just beyond the student's grasp. Such learning occurred through interaction within the student's zone of proximal development Vygotsky defined the zone of proximal development as the discrepancy between the student's actual developmental level (i.e., independent achievement) and his/her potential level (achievement with help from a more competent partner).

By explaining human language development and cognitive development, Vygotsky's theory served as a strong foundation for the modem trends in applied linguistics. It lent support to less structured and more natural, communicative, and experiential approaches and pointed to the importance of early real-world human interaction in foreign language learning (Vygotsky, 1978).

Being student-centered by nature, cooperative learning owed much credit to constructivism. To date, a focus on student-centered learning might be the most important contribution of constructivism (Cheek, 1992). Constructivism, or constructivist approach, was not a new theory but a holistic approach to the teaching and learning process developed by incorporating concepts from Piaget, Vygotsky, and Bandura.

Like cooperative learning, constructivism was not a new concept. It had its roots in philosophy and had been applied to sociology and anthropology, as well as cognitive psychology and education

A major theme in constructivism was that learning was an active process in which learners constructed new ideas or concepts based upon their current/and previous knowledge (Bruner, 1996). The learner selected and transformed information, constructed hypotheses, and made decisions, relying on a cognitive structure to do so.

Cognitive structure provided meaning and organization to experiences and allowed the individual to go beyond the information given to them (Brunner, 1996).

Guidelines for Implementing Cooperative Learning

The guidelines for implementing cooperative learning in this study include two phases. The first phase is building groups of students into working teams, followed by a second phase with group assignments on presentations of vocabulary, dialogues, and sentence structures.

Building individual accountability:

1. Heterogeneous grouping based on different learning styles, academic achievements, and gender,
2. Building of learner autonomy and self-regulation through the Ten Commandments (what the students should not do) and the Five Commitments (what the students should do),
3. Distinctive assignment for each group member to assume the roles of leader, checker, timer, recorder, and reporter,
4. Positive reinforcement skills by way of the Mountain Climbing Chart and the writing of thank-you notes.

Teachers' changing roles

To ensure that each student is individually accountable to do his or her fair share of the group's work, teachers need to do the following to facilitate individual accountability of the students:

1. Assess how much effort each member is contributing to the group's work,
2. Provide feedback to groups and individual students,
3. Help groups avoid redundant efforts by members,
4. Ensure that every member is responsible for the final outcome,
5. Check students' learning outcome randomly. Suggested in-class activities that could be incorporated to maximize students' encounter with the target language and the face-to-face interactions in the first phase of implementation may include the following:

a. Talk-Pair,
b. Group Summary,
c. Inside-Outside Circle,
d. Learning Together, and

e. Student Teams-Achievement Division (STAD).

Procedures of STAD

There is basically a four-step cycle of STAD: (1) teach, (2) team study, (3) test, and (4) recognition. The implementation of STAD begins with the presentation of material, usually in a combination of teacher-centered lecture and group discussion. Students should be told what they are going to learn and why it is important. During team study, group members work cooperatively with worksheets and answer sheets provided by the teacher. Next, each student individually is subjected to a quiz.

A. Syllabus of activities for group presentations

A carefully planned syllabus should be prepared by the teacher and given to the students. Scheduled activities for each group should be clearly and specifically stated in the syllabus. In addition to the oral presentation of the vocabulary, dialogues, and sentence structures, the students also have to design the worksheets to accompany their oral presentations. Models of worksheets should also be given as examples.

B. Time allocation for group presentation

The time allowed for each group presentations could be between ten to fifteen minutes, depending on the nature of the tasks. Three group presentations would be the maximum acceptable in each class period. Two group presentations for each class would be considered the most appropriate. The timer in each group should be responsible for the time control. Good timing will also be included as part of the evaluation.

C. Teachers' roles

When the groups start to assume more teaching and learning responsibilities, the teachers are not left alone. Instead, the teachers begin to assume roles like feedback givers, encourager, and facilitator.

Elements of Cooperative Learning

In general, there were five major factors that define cooperative learning and to make cooperative learning successful: (1) positive interdependence, (2) individual accountability, (3) quality of group processing, (4) teaching of cooperative skills, and (5) teaching of social skills.

Limitations of Cooperative Learning

Most of the limitations of cooperative learning came from not being able to implement the cooperative structure carefully. If the teachers just put the students into groups to learn and didn't structure the positive interdependence and individual accountability, then it would not be unusual to find groups where one person did most (or all) of the work and the others signed off as if they had learned it or had done the work. Or it might be easy to have a "bossy" student who didn't allow the others to take part; or other group dynamic problems that might come from not setting the ground rules for behavior and carefully crafting the group dynamics. It was also

considered time-consuming to teach materials in a cooperative way, although more students might have learned and retained better of the material, as suggested in the Learning Pyramid. This might be true, especially in the beginning when cooperative learning was new to the teacher and to the students. Another concern was that the educational rationale for cooperative learning techniques tended to have been developed more from socialization needs than from achievement needs. Several possible disadvantages might emerge from this perspective. First of all, there was an inherent danger for low-achievers to be belittled by high-achievers if they had nothing or little to contribute .Secondly, some of the cooperative learning strategies, like STAD, TGT, and Jigsaw, seemed to ignore the importance of individual education.

(Brown,2001) pointed out, the group contingencies might cause peer pressures that could be either facilitative or detrimental. Similarily, Celce-Murcia and Olshtain (2000) also reported in a one-year study of an 11th grade English class that there were a significant number of students with negative responses to cooperative learning. Many of the students were reluctant to talk over personal ideas with their peers for fear that other students might think little of their opinions. Another limitation of cooperative learning lied in the differences of opinion regarding encouraging conflict or achieving consensus among group members.

2:2 Review of related literature

The results indicated that CLM was positively and significantly effective in improving the achievement of EFL students. As regards the three achievement levels, CLM was found beneficial for all students, especially the low achievement students. Likewise, the results concerning the four language patterns indicated that EFL students' achievement increased in all these patterns, particularly. in grammar and vocabulary. As regards the two major cognitive levels of the test., it was denoted that CLM increased EFL students' achievement in these two levels, especially in the high cognitive level

(Al- Khataybeh, 2012) conducted a study aimed at investigating the effect of using cooperative learning on EFL tenth graders' achievement in Jordan. This purpose could be achieved through answering the following question : What are the effects of using cooperative learning on the achievement of the EFL 10^{th} grade learners? Means and standard deviation were used. The reliability was .812. The sample of the study comprised (66) male/ female 10^{th} grade students: 34 experimental; 18 male and 16 females. 32 control group; 18 males and 14 females from Al- Qaser male/ female secondary schools during the second semester 2007/2008. The sample was randomly selected. All students have the same background. Results of the study showed that there was an effect on the 10^{th} grade

learners' achievement due to the use of cooperative learning. In light of the results of the study, some recommendations were recommended to the concern.

(Abdulkarim and Al-Jdiry, 2012) explored the effect of cooperative learning group division based on multiple intelligences theory and previous achievement on scientific thinking skills development of ninth grade students in Oman. The sample consisted of (50) ninth grade male students from Khaled Ben Al Waleed school in Salalah city (Oman). The students were divided into (4) groups; each one contained both factors (type of intelligence and level of previous achievement). The researcher prepared a test to measure the scientific thinking skills while the intelligences profiles of the students were found by using multiple intelligences test of Birmingham Grid for Learning (BGfL).

Data analyses were carried out using means, standard deviations, and Analysis of Covariance (ANCOVA). The study showed that there was a statistically significant difference at ($\alpha \leq 0.05$)in scientific thinking skills development attributed to the cooperative learning group division based on multiple intelligences theory (logical mathematical intelligence, spatial intelligence) and previous achievement (low achievement, high achievement) and there was a statistically significant difference at ($\alpha \leq 0.05$)in scientific thinking skills development attributed to the interaction between cooperative learning group division based on multiple intelligences theory

(Almugren, 2009) investigated the impact of the Cooperative Language Learning (CLL) approach on improving the writing competency of college students as compared to the regular teaching method. The subjects were thirty six third-year female college students majoring in English of the College of Languages and Translation at Al Imam Muhammad Ibn Saud Islamic University in Riyadh. They were selected and randomly assigned to two groups, experimental and control. The experimental group received writing instruction through the CLL approach while the control group received it through the regular teaching method. A quasi experimental, randomized, test design was used in this study. The pretest attempted to provide a baseline measure of the writing proficiency of the subjects while the posttest sought to determine the impact of CLL in improving their writing competency as compared to the regular method. In addition, a questionnaire was used to elicit data about the subjects. A number of statistical procedures were utilized in order to answer the research questions. The results of the statistical analysis showed that CLL had a positive impact on improving composition writing of college students in the areas of grammar, punctuation, spelling, and word choice and that CLL was more effective as compared to the traditional teaching method in teaching EFL learners.

Shafqat (2011)identified the effect of cooperative learning on the academic achievement of low achievers in English. One hundred and twenty eight students of Government Comprehensive High School of English subject participated in the study in which 16 students were high achievers 32 were average and 16 were low achievers.A pre-test, post-test control group experimental design was used. t- Test was used to know the difference between means. The results indicated statistically significant difference between the control and experimental groups on the dependent variable of academic achievement. The experimental group performed better. Academic achievement of control group was also improved but average performance was less than experimental group. The author discussed pedagogical implications of cooperative learning in the light of conclusions.

Al-Qadi (2008) investigated the effect of using the cooperative learning method (CLM) on first grade secondary female students' achievement in EFL. It also attempted to identify the differences among EFL students when using (CLM) in terms of three achievement levels, i.e. high,. average and low; four language patterns, i.e. general information., vocabulary, grammar and composition; and the two major cognitive levels of Bloom's taxonomy., i.e. the low cognitive level and the high cognitive level. The sample of this study consisted of 93 first-year female secondary students in AI-Madinah Al- Munawarah,. in Saudi Arabia. Two classes of the first year in the secondary stage were randomly selected. One class was randomly assigned to serve as the control group (taught through the conventional teaching method), and the other class to serve as the experimental group (taught via CLM). EFL students' achievement was measured by a pre-post achievement test devised by the researcher.

Alweher and Alnees (2004).conducted a study to investigate the effect of using cooperative learning and concept mapping strategies on changing the alternative conceptions of the first secondary students in physics; specifically, it aimed at answering the following questions: what are the patterns of alternative conceptions that the first secondary stage students have? What is the percentage of its popularity? Is there any significant difference ($\alpha \leq 0.05$) between the average number of alternative conceptions that the students have before and after studying by cooperative learning or by concept mapping? Is there any significant difference ($\alpha \leq 0.05$) between the average number of students who changed their alternative conceptions due to the strategy of teaching or the physical law?.

The sample of the study consisted of (136) students, who were divided into two groups; the first one (69 students) was taught using (JIGSAW) method of cooperative learning. The other group (67 students) was taught using concept maps. A pretest was conducted first to reveal the

alternative conceptions of students about Newton's laws. It was conducted after the treatment.

The results of the study showed that there was significant difference ($\alpha \leq 0.05$) between the average number of alternative conceptions that the students have before the after studying by cooperative learning and by the concept mapping strategies in favor of the pretest, which means that the average number of alternative conceptions that the students showed in the pretest was more than the average number they showed in the posttest. Analysis of covariance showed that there was a significant difference ($\alpha \leq 0.05$) between the average number of students who changed their alternative conceptions related to the strategy of teaching in favor of cooperative learning, and related to the physical law in favor of the first low.

This study will be different from the previous studies from the following points ; some of them (Al-Qadi,2008) dealt with language patterns; vocabularies, grammar or compositions. Some of them Abdulkarim and Al-Jdiry (2012) dealt with Scientific skills, others (Almugren , 2009 and Shafqat,2011) dealt with writing competencies and low achievers , whereas this study will deal with all language skills as well as the whole levels of students' levels in Saudi Arabia.

Chapter Three
Design and Methodology

This chapter dealtl with the population, the sample ,the instrument of the study, procedures of the study and the statistical analyses.

3:1 Population of the Study

The population of the study consisted of all male third secondary grade students in EFL classrooms in Al-Grayat directorate of Education in Saudi Arabia during the second semester 2011/2012, whom were 997 male students.

3:2 The Sample of the study

The sample of the study comprised of (66) male third secondary grade students:32 in the experimental and 34 students in the control group from Al-Grayat secondary school during the second semester 2011/2012**.**The sample was intentionally selected. All students have the same background.

3:3 The Instrument of the study

An achievement test was prepared by the researcher. The students were pre-tested to see if there was any difference in their previous achievement. After conducting the experiment students were post-tested on the two selected units .

3:4 Test validity

The test was submitted to a jury of specialists in EFL methodology, measurement and evaluation, applied linguistics, supervisors of EFL, and teachers who are teaching English for the third secondary grade students. The jury were asked to show if the test items were suitable, they also were asked to add ,omit or to make any changes.

3:5 Test Reliability :

To establish the test reliability test –retest technique was used where a pilot study of (20) students of the population of the study who were excluded from the sample of the study were given the test and two weeks later they were given the test again. The tests were graded and Pearson correlation coefficient was used to ensure reliability correlation coefficient was 086.

3:6 Instructional material

To conduct the study, the instructional material that was used was selected from English for Saudi Arabia , Ministry of Education, 2011 which was used by the third secondary grade students in governmental schools. Two units (unit 5 and unit 6) were taught from the required book for all sections. Unit 5 is entitled "Calligraphy" and unit 6 is entitled "King Fahad's Project for the Extension of the Two Holy Mosques (Appendix I)" .

3:7 Procedures of the study :

To implement the study ,the following procedures were followed:

1-Approvals from Mutah university and the directorate of education in Al-Grayat was obtained.
2- Selecting the schools and the sections of the study.
3-Selecting the instructional material specifically the units of the study.
4-The researcher stated the test items in its first draft (Appendix II) .
5-Validity and reliability of the test were ensured.
6-Forming the groups or teambuilding.
7-The test was given as a pre-test .
8-Conducting the study.
9-Applying the test.
10-Analyzing the test results .
11-Results of the study was discussed .
11- Finally, recommendations were proposed.

3:8 Statistical Analysis

The data collected to examine the effect of using cooperative learning on the achievement of the third secondary grade students was analyzed using means and standard deviations and a three way ANOVA.

3.9 Data Analysis

The data collected to examine the effect of using cooperative learning on the achievement of the 10^{th} grade students was analyzed using means and standard deviations.

Chapter Four
Findings and Discussion of the Findings of the Study

4.1 Findings of the Study

This study attempts to examine the effect of using cooperative learning on the achievement of the 10th grade students in Al- Grayat secondary schools through answering the following question; What are the effects of using cooperative learning on the achievement of the EFL 10th grade learns?.

Effects of Cooperative Learning on Language Learning

The results of the four aspects of oral communicative competence (the linguistic, discourse, strategic, and non- verbal features) were presented to examine the effects of cooperative learning on the EFL first secondary grade learner's language learning. Before investigating the results on the scores of the oral task, the inter- reliability was achieved through the Person Correlation Coefficient, the reliability was (.812)Table (1) shows the descriptive of the control and the experimental groups.

Table (1)
The descriptive of the control and the experimental groups

	Control group		Experimental group	
	Means	**Std**	**Means**	**Std**
Pre	69.40	5.90	71.42	6.01
Post	68.73	5.71	74.41	7.11

As shown in Table (1) It shows that there was an effect of the use of the method of teaching due to the cooperative learning method.

Table (2) shows the Means and Standard deviations for the skills taught using the two methods of teaching.

Table (2)
the Means and Standard deviations for the skills taught

	Control group		Experimental group	
	Means	**Std**	**Means**	**Std**
Appropriateness	13.00	.08	13.80	1.85
Vocabulary	12.66	.40	13.06	.77
Grammar	12.00	2.26	14.26	4.75
Intelligibility	12.60	.73	13.33	1.66
Fluency	13.60	1.80	15.05	3.14

The above tables (1&2) revealed the following :

1. The experimental group scored significantly higher than the control group in terms of linguistic competence. The experimental group also gained significantly in the intra-group analysis of linguistic competence, while there was no significant gain identified in the control group. In addition to the comparison of the total scores, each score from the five grading criteria was also compared for inter-and intra-group analysis. The experimental group gained significantly on all of the five grading criteria (appropriateness, vocabulary, grammar, intelligibility, and fluency) while the control group only gained significantly on the items of grammar and fluency.
2. The experimental group outdid the control group in strategic competence by showing more verbal and nonverbal strategies to fix the communication breakdown occurred during their oral performance.
3. The experimental group demonstrated better non- verbal competence by displaying more eye contact and smile during their oral performance. In addition, there were 13 students in the experimental group who kept appropriate conversational distance within 60-90 centimeters while there were only seven in the control group that did so.
4. The experimental group gained significantly in terms of motivational change toward learning English before and after the study. There was no such significant difference identified in the control group.

Also the results presented in the tables suggest that the students studying in the cooperative context outperform the students in the control group who study English in the traditional method. The effects of cooperative learning seem salient in enhancing the EFL Al- Grayat school students' language learning, especially their communicative competence, and motivation toward learning English as a foreign language. The significant gains of the experimental group on the interaction-based oral task supported Brown's and Kagan's views that cooperative learning was actually a practice that could put the communicative approach into action. Due to the socially oriented lessons group were able to demonstrate better, and significantly better, linguistic competence, discourse competence, strategic competence, and non- verbal communicative competence than the control group. Such findings were congruent with Bennet (1999) claim that cooperative learning was considered the must and the best instructional format enhancing learner's communicative competence.

The possible reasons to account for the significant gains in the experimental group in terms of their improvement in the four aspects of the oral communicative competence could be synthesized into the following categories: (1) the increase of student talk through comprehensible input, interaction, and output; (2) the incentive structures of positive reinforcement; and (3) the supportive and communicative learning context. These three mechanisms of cooperative learning seemed to contribute to the students' oral communicative competence, as demonstrated in the results of this study.

4.2 Summary and Recommendations

4.2.1 Findings of the Study

The purpose of this study is to investigate the effect of using web-based curricula on Third intermediate students' achievement in Malik bin dinar school for boy and the twenty one secondary school for girls in Tabouk. The researcher followed the equivalent pre/ post test two group designs. Therefore, the means, standard deviations and two- way ANOVA analysis of variance were used to analyze data. The results will be displayed based on the questions of the research.

To determine if there is a statistically significant difference between groups, a t-test for independent samples was conducted. Table 3 shows the results of t-test for the experimental and the control groups on the pretest.

Table (3)
T-Test Results of the Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	.568	1	.568	.005	.945
Croup* Gender					
Error	17226.715	145	30.664		
Corrected Total	17292.698	148	118.805		

Table (3) shows that the difference between the achievement of the two groups on the pretest is not statistically significant at a≤0.05, it was 0.945. Since there is no statistically significant difference between the control and experimental groups on the pretest, the groups were assumed equivalent.

To determine if the two groups are equivalent in their English language ability, a pretest was conducted and Table 4 presents means and standard deviation of the achievement the groups on the pretest.

Table (4)
Means and Standard Deviation of the Achievement the Groups on the Pretest

Group		Mean	Std. Deviation	N
Experimental		69.37	11.95	32
	Total	69.33	10.85	32
	Female	70.40	10.63	34
Control	Total	69.41	10.84	34
	Female	69.86	11.27	66
Total	Total	69.37	10.81	66

Table 4 indicates that the difference between males and females is not statistically significant at a=0.05. Thus, since the difference was not significant, the two groups were assumed equivalent and the sample was divided into two groups, an experimental and a control group. The experimental group consisted of (32) third secondary standard male while group consisted of (34) male students.

At the end of the experiment, a t-test for independent samples was conducted to determine if there was any statistically significant difference between the males and the females on the posttest, which may be attributed to gender. Table 5 shows means and standard deviation of the achievement of the groups on the posttest.

Table (5)
Means and Standard Deviation of the Achievement of the Groups on the Posttest

Group		Mean	Std. Deviation	N
Experimental		82.05	8.33	32
Control		78.74	9.73	34
Total		80.47	9.12	66
	Total	80.13	9.76	66

The results show that the treatment had the same effect the students and the difference between their achievement was not statically significant.

Table 5 shows that there is a statistically significant difference at a=0.05 between the achievement of the experimental group and that of the control group on the posttest in favor of the experimental group. This difference indicates that using web-based curricula in teaching English for third secondary students may have had a positive effect on students' achievement in English grammar. The mean score for the experimental group on the posttest was 82.00 while that of the control group was 78.23.

The researcher also conducted a two-way analysis of variance to analyze the posttest achievement scores of the two groups. Table 6 shows a summary of the Two-way analysis of variance of the achievement of the control and the experimental groups.

Table (6)
Summary of the Two-way Analysis of Variance of the Achievement of the Control and the Experimental Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	521.104	1	521.104	5.577	.020
Croup* Error	13547.395	145	93.430		
Corrected Total	14094.577	148			

Table 6 shows that there is a statistically significant difference between the experimental group and the control group on the posttest, was significantly better than that of the control group. However, the information indicates that there was no significant difference attributed to gender or to the interaction between the treatment and gender.

To sum up, the researcher believes that the difference in the achievement of the third secondary students was attributed to the using of cooperative learning strategy. The experimental group subjects managed to significantly improve English language ability they already have in a period of 8 weeks. The improvement achieved by the control group subjects, however, was not statistically significant. By comparing the results achieved by the two groups, the researcher reached the conclusion that the improvement achieved by the experimental group may have been attributed to the way he rendered instruction; using cooperative learning strategy.

As a result of this experience, the researcher concluded that students were more engaged in learning when they were given a chance to use the cooperative learning strategy.

Furthermore, using cooperative learning strategy is a powerful tool with which students can learn English grammar in a low anxiety setting and interesting, rich and comprehensive input.

4.2.2 Discussion of the Findings of the Study

The construction cooperative learning strategy not only helped students do the basic grammatical rules constructions, it also helped them explain why and how they work. In addition, the interactive cooperative learning strategy resources helped them use visual models to experience grammar. Second, the interactive Web sites provided a rich environment for animated demonstration.

The greater success of students in the experimental group may be attributed to the following: students' participation in cooperative learning strategy instruction helped them to acquire meaningful learning in English language and using grammatical rules. They utilized different representations they found in the interactive cooperative learning strategy. This helped them in facilitating their understanding and also encouraged their conceptual restructuring. In addition, cooperative learning strategy encouraged students to use interactive and virtual representations. This helped them not only to strengthen their academic knowledge of grammar, but also to practice using the grammar rules accurately. Therefore, it is recommended that English teacher education programs should take into consideration the use of cooperative learning strategy for preparing pre service teachers to teach grammar effectively in tomorrow's English classroom.

4.3 Conclusion

After treatment, the experimental group got higher mean scores than the control group. The study also showed that there was statistically significant difference in a post-test between the control group and the experimental group in favor of the experimental group and this means that the using of cooperative learning strategy is better than using the conventional curricula in developing students' achievement. It is evident that the experimental group performed much better on the post-test than the control group. Thus, it could be concluded that the students who were taught by using cooperative learning strategy scored significantly higher in the post-test than the students who were taught by conventional curricula at (a=0.05). the findings of the study indicated that there was no statistically significant difference in the students' achievement due to their level. Furthermore, the results showed that there was no statistically significant difference (a=0.05) due to the interaction between achievement level.

4.4 Recommendations

In light of the results of the study, the following recommendations were proposed:

1. Performing the experiment over a longer period of time so that students have adequate time to shake off current habits of traditional curricula and become more familiar with the cooperative learning based curricula.
2. Conducting other studies to investigate the effect of using cooperative learning on other subjects such as chemistry, mathematics and physics.
3. Training and encouraging teachers on using cooperative learning in schools.

4.5 Pedagogical Implications

There are two major pedagogical implications arising from this study :

(1) the importance of guiding the EFL learners to focus on linguistic forms within a student- centered cooperative learning context.

(2) The importance of teacher development in cooperative learning.

First of all, it should be noted that cooperative learning does not replace direct instruction completely in an EFL class. As the present study demonstrated.

Secondly, in order to balance the form- focused instruction and the meaning- oriented communicative activities in a cooperative learning as discussed above, the guidelines for implementing cooperative learning proposed in this study might serve as a handbook to design lesson plans and task-based activate**.**

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Appendix(I)
The Achievement Test

Appendix(II)
The Instructional Material

UNIT 5 | Lesson 2

CONVERSATION PRACTICE

Practise repeating part of the conversation from lesson 1 with your teacher:

Practise the conversation in column A below.

	A	B	C
person:	Your *handwriting* is terrible. You should try to improve it.	*spoken English*	*arithmetic*
d Person:	But I'm doing my best.		
person:	No, you aren't. Look at your brother's *handwriting*. It's much better than yours. It's clearer and easier to read.	*Listen to spoken English more fluent easier to understand*	*Look at arithmetic faster more correct*
d Person:	Oh, yes. But he's taken a special course. It was called		
t person:	*Calligraphy*. Yes, I can tell.	*Spoken English*	*Night School Maths*

Make more conversations, but this time use the words in B and C columns.



GRAMMAR

Comparing People and Things (Revision)

Comparing two People or Things

1 Look at these sentences from the conversations in lesson 2:

Your brother's handwriting is better than yours.
It's clearer than yours.
It is easier to understand than yours.
It is faster than yours.

Remember that we add-*er* to many adjectives when we want to compare two people or things, and add than if we name both:

clear .... clearer(**than**)
fast .... faster (**than**)

But remember these spelling rules:

If an adjective ends with an ***e***, add ***r*** only:

safe .... safer (**than**)
simple .... simpler (**than**)

If the adjective ends with a ***y***, change the ***y*** to ***ier.***

easy .... easier (**than**)

And remember that some adjectives are irregular:

good .... better (**than**)
bad .... worse (**than**)

Comparing more than two People or Things:

2

Look at this sentence from the conversation:

But, I'm doing my best.

Remember that we add-*est* to many adjectives when we want to compare **more than two** people or things, and the word **the** (or words like my, John's etc.) is written before the adjective.

clear .... **the** clearest
fast .... **the** fastest

But remember these spelling rules.

If the adjective ends with an ***e***, add ***st*** only:

safe .... **the** safest
simple .... **the** simplest

If an adjective ends with a ***y***, change the ***y*** to ***iest.***

easy .... **the** eas***iest***

And remember that some adjectives are irregular.

good .... **the best**
bad .... **the worst**

3

Look at this summary:

adjective	—— er	—— est
slow	**slower than**	**the slowest**
clear	**clearer than**	**the clearest**
safe	**safer than**	**the safest**
simple	**simpler than**	**the simplest**
easy	**easier than**	**the easiest**
good	**better than**	**the best**
bad	**worse than**	**the worst**

4

Longer Adjectives

All the adjectives in 1,2, and 3 above are short. All of them (except easy) have only one syllable.
Longer adjectives (with more than one syllable) do not usually add ---*er* --- or---*est.* Instead, the word ***more*** or ***the most*** are put in front of them.
Do you remember these examples from the conversations on page 58?

*It's **more fluent** and easier to understand.*
*It's faster and **more correct.***

Look at this summary:

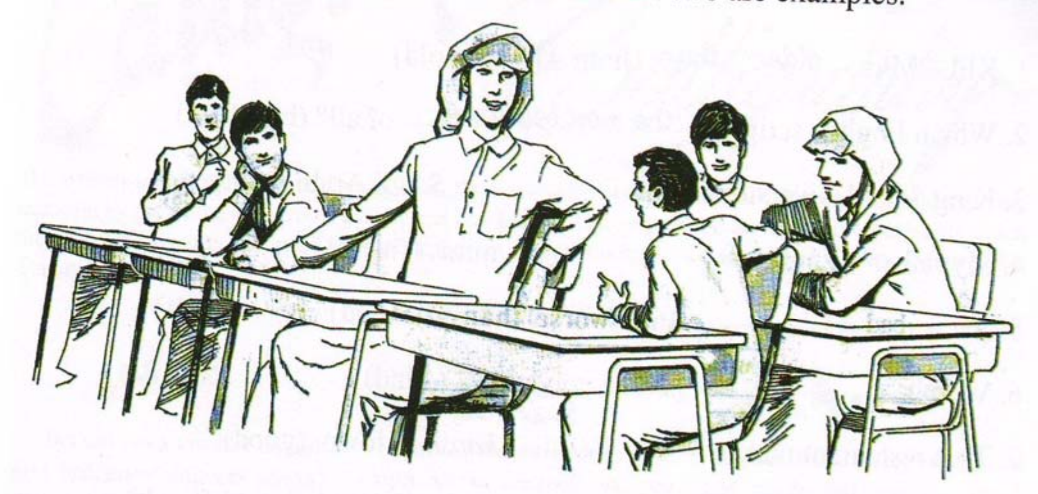
adjective	more + adjective	the most + adjective
correct	**more** correct **than**	**the most** correct
fluent	**more** fluent **than**	**the most** fluent
beautiful	**more** beautiful **than**	**the most** beautiful

UNIT 5 Lesson 3

Grammar

A. Use the words in brackets to complete the sentences.

Decide if you should use *-er* or *-est.* The first two are examples.



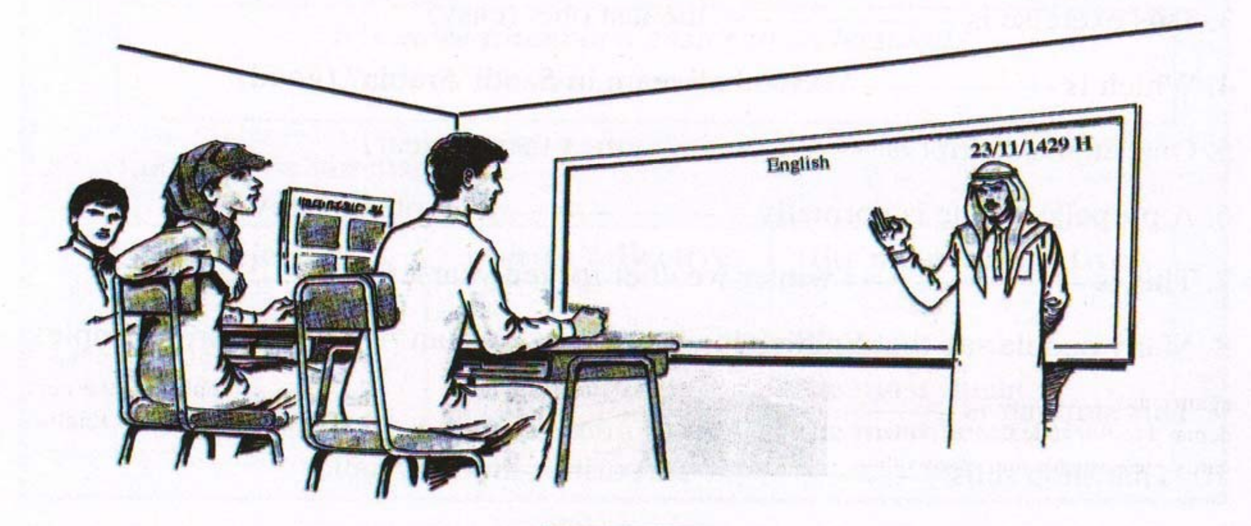
1. Khaled is ___*the tallest*___ student in the class. (tall)
2. That car is ___*safer than*___ the other one. (safe)
3. This exercise is ______________ the last one. (easy)
4. Which is ______________ football team in Saudi Arabia? (good)
5. One English script is ______________ the others. (clear)
6. A propeller plane is normally ______________ a jet plane. (slow)
7. This is ______________ winter weather for ten years. (bad)
8. Many people say that English is ______________ than Arabic to learn. (simple)
9. This summer is ______________ the last. (hot)
10. That shop sells ______________ soft drinks in town. (cold)

Grammar

B. Use the words in brackets to complete the sentences.

Decide if you should use - **er** or - **est**, more or **most**. The first two are examples.

1. KFUPM is _older than_ Umm Al-Qura (old)
2. Which English script is _the most beautiful_ of all? (beautiful)
3. King Saud University is ______________ in Saudi Arabia. (large)
4. My father's English is ______________ mine. (fluent)
5. Joe was ______________ Pip's sister. (warm-hearted)
6. Who is ______________ person you know? (kind)
7. That restaurant makes ______________ *kapsa* in town. (good)
8. People say that Arabic is ______________ English to learn. (difficult)
9. In the world in general, tea is ______________ coffee. (popular)
10. Is learning grammar ______________ learning new words? (important)



UNIT 5 **Lesson 4**

READING

Calligraphy Calligraphy Calligraphy

The written script of the Arabic languages unites the world of Islam. Arabic calligraphy is considered very beautiful by the whole world, both Islamic and non-Islamic. Of course, there are many different scripts which the Arabic calligrapher can use. Three well-known examples which you will immediately recognize are Kufic, Thuluth and Riq'ah.

Kufic



Thuluth

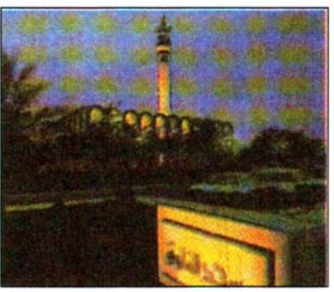
ثُلث

Riq'ah

رقعة

But did you know that English also had many different scripts? Perhaps they are not so important in English nowadays as different scripts are in Arabic. Calligraphy is probably the most important form of art for Muslims. It is seen not only in the Qur'an and in books, but also in many other places. It is used, for example, for the decoration of buildings. There are wall-hangings, framed examples and inscriptions inside and outside public and private buildings. In the western world, the art of calligraphy declined with the introduction of printing and typewriters. However, it is now becoming more popular again and calligraphers are in demand to illustrate books, posters, cards, letterheads and many other things.

Some of the different English scripts are so common that you will almost certainly see them in your reading. Three of the most common scripts used are Roman (based on letters developed by the Romans about 2,000 years ago). Gothic (which developed in northern Europe between 10th and 15th centuries AD). and Italic (from 15th and 16th century Italy.) There are some examples of alphabets in these three scripts at the top of the next page.



An inscription outside a mosque

How common are these scripts and where will you see them? Roman script is probably the most common. This is because it is the clearest and easiest to read. Almost all the newspapers, magazines and books which you will ever see in English use some form of the Roman script. Gothic script is quite difficult to read, even for native speakers. It is usually seen on letter heads, in the names of newspapers, and outside buildings. Italic script as you see it on the next page is always written by hand. However, a slanted version of Roman script is often used in printing to stress or emphasize things, and this is also called Italic. Look at the examples on the next page. Decide which of the English scripts is used in each example and why it is used.

Calligraphy Calligraphy

Some Alphabets in Different English Scripts

Script	Alphabet
Roman Script	abcdefghigklmnopqrstuvwxyz ABCDEFGHIGKLMNOPQRSTUVWXYZ
Gothic Script	abcdefghigklmnopqrstuvwxyz ABCDEFGHIGKLMNOPQRSTUVWXYZ
Italic Handwriting	*abcdefghigklmnopqrstuvwxyz* *ABCDEFGHIGKLMNOPQRSTUVWXYZ*
Italic Printing	*abcdefghigklmnopqrstuvwxyz* *ABCDEFGHIGKLMNOPQRSTUVWXYZ*

Examples of Different Scripts in Use



Reading

Read the following statements about the passage. Put T(True) or F (False) and the line number. Write out the correct statement if you put F.

	T or F?	Line (s)	
1.			The Arabic calligrapher can use three different scripts.
2.			There are many different scripts in English.
3.			Calligraphy is probably the most important form of art in the west.
4.			Calligraphy is more popular now than it was some time ago.
5.			Gothic script was developed in Italy.
6.			Italic script is used to emphasize things in printing.

Calligraphy Calligraphy

Calligraphy

Calligraphy

WORD STUDY

com-mon (**com** mon) (*adj*) 1. belonging to several people, not to one person.
Britain, the U.S.A. and Australia share a common language.
2. found in many places: That bird, the pigeon, is common all over Europe.
3. usual: *It is common for a women to leave her parent's house when she gets married.*
4. not polite: *We did not like him because he was a very common person.*
* Which of the meanings above is correct for the passage about calligraphy.
* Which do you think is the most common script in Arabic?
de-cline (**de** cline) (*vt/i-reg.*) 1. (*vt*) say No to something which is offered; say that you do not want something which has been offered.
He declined my offer of help.
2. (*vi*) become weaker or less.
That used to be a beautiful part of town but it has declined in the last few years.
* Which of the meanings above is correct for the passage about calligraphy?
dec-o-rate (**dec** orate) (*vt-reg.*) make something more beautiful by adding things to it.
They decorated the street with flags.
She decorated the room with flowers.
dec-o-ra-tion (deco **ra** tion) (*n*) something used to decorate.
Some people put decorations outside their houses to celebrate the Eid.
em-pha-size (**em** phasize) (*vt-reg.*) make people notice something; make something noticeable; stress.
The speaker emphasized the word "one" when he spoke.
* Which word is emphasized in the following sentence?
The fat boy ate ***ten*** *sandwiches without stopping.*
frame (*n*) 1. the edge of the metal or wood around a picture or the glass of a window.
The picture had a beautiful wooden frame.
2. the structure which supports a house, a plane or a ship.
That building has a steel frame.



framed (*adj*) with a frame around
The picture was beautifully framed in wood.
il-lus-trate (**il** lustrate) (*vt-reg.*) use pictures, photographs or diagrams in a book or a lesson; explain by using pictures, photographs or diagrams.
He illustrated his lecture about France with photographs of Paris.
in de-mand (in **de** mand) (*adj phr*) wanted; popular.
That writer's books are always in demand.
* Can you think of things which are always in demand on very hot days?
ink (n) a black or coloured substance used for writing or printing.
Black and blue are the most popular colours for ink.
na-tive speak-er (**na** tive **speak** er) (*n*) someone who has spoken a language since he or she was born.
* Are you a native speaker? of which language?
pop-u-lar (**pop** ular) (*adj*) liked by many people.
He is very popular with his classmates.
* Can you name the most popular soft drink in Saudi Arabia?
print-ing (**print** ing) (*n*) the business of copying letters, words and books by machine.
Many people say that the Chinese invented printing.
slant-ed (**slant** ed) (*adj*) not vertical but at an angle from vertical.
His handwriting was slanted from right to left.

handwriting

Handwriting Slanted from Right to Left

*Write a capital H slanted from left to right.
ver-sion (**ver** sion) (*n*) a form of something which has been changed a little from the original.
There are two different versions of this car? one with four doors and one with two.

Word Study

Write the correct words.

1. I am going to send my brother ______________ to wish him a happy Eid.
2. Before we can give you a job, we must see ______________ of your work.
3. I like that picture. Now, I must find ______________ for it before I hang it on the wall.
4. If you want to know how to pronounce a word correctly, ask ______________ .

a native speaker
a card
a sample
a frame

5. The number of accidents has ______________ since the government introduced the new speed limit.
6. The new book is ______________ with photographs and drawings.
7. The speaker ______________ the important words in every sentence which he spoke.
8. They ______________ their bedroom with new carpets and furniture.

emphasized
decorated
illustrated
declined

9. Elephants are ______________ in Africa. You see them in many places there.
10. Many people like tea. In fact, it is one of the most ______________ drinks in the world.
11. On the wall, there was a page from the Holy Qur'an ______________ in gold.
12. Italic printing is ______________ to the left.

slanted
framed
popular
common

REVISION

Comparing People and Things

1 **Remember how we compare when using short adjectives:**

adjective	—— er	—— est
slow	slower **than**	**the** slowest
clear	clearer **than**	**the** clearest
safe	safer **than**	**the** safest
simple	simpler **than**	**the** simplest
easy	easier **than**	**the** easiest
good	**better than**	**the best**
bad	**worse than**	**the worst**

2 **Now, remember how we compare when using longer adjectives.**

adjective	more	most
useful	**more** useful **than**	**the most** useful
popular	**more** popular **than**	**the most** popular
beautiful	**more** beautiful **than**	**the most** beautiful

3 **Do you remember the opposite of more and most?**
We use less than and the least with long and short adjectives.

adjective	less	least
safe	**less** safe **than**	**the least** safe
useful	**less** useful **than**	**the least** useful
important	**less** important **than**	**the least** important

Note: there is 1. syllable **in safe**
there are 2. syllables in **useful**
and 3. syllables in **important**

GRAMMAR

Countable and Uncountable Nouns

Look at this sentence from the conversation in lesson 1:

The Holy Mosque in Makkah now has **room** *for 730,000* **worshippers**.

The words room and worshippers are both nouns. However, they are very different.
They have different meanings, of course, but there is another important difference.

You can count **worshippers** *but you cannot count* **room**.




(Remember. This word room means space. It is not the same as a room in a house. You can count the rooms in a house.)

We call **worshippers** *a countable noun. We call* **room** *an uncountable* noun.




It is important to know if a noun is ***countable*** or ***uncountable*** because you cannot do certain things with uncountable nouns:

* You cannot use numbers with uncountable nouns.
* You cannot use ***a or an*** *with uncountable nouns*.
* You cannot make uncountable nouns plural.
* You cannot ask questions with How many . ..?
  (You must use How *much* . . ?)
* You cannot use *fewer/the fewest* (You must use *less/the least.*)

Revision

A. Use the words in brackets to complete the sentences.

Decide if you should use ***er or est***, more than or the most. The first one is an example.

1. Roman script is *more common than* Gothic Script. (common)
2. Roman script is ____________ of the three English scripts to read. (easy)
3. Which is ____________ soft drink in Saudi Arabia? (popular)
4. Youssef is ____________ Khaled. (young)

B. Use the words in brackets to complete these sentences.

Decide if you should use ***more than , less than, the most or the least.***

1. Mr. Al-Ahmad is __________ his brother. He gives lots of money to the poor but his brother gives less. (generous)
2. He is ____________ man in the world. (careful)

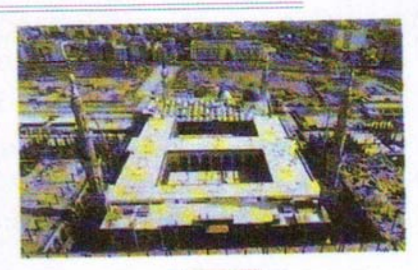
C. Use the words in brackets to complete the following sentences.

Decide if you should use not ***as... or as... as.***

1. Bahrain is ____________ Saudi Arabia. (big)
2. He is ____________ his elder brother. They are both 1 metre 75. (tall)

UNIT 6 | Lesson 1

King Fahd's Project for the Extension of the Two Holy Mosques

A reporter is talking to an engineer about the project. 

DISCUSSION

A. Try to answer the following questions as you listen to the conversation:

1. What does Mr. Al-Dowssary say at the beginning of this sentence?
   .... , *the Holy Mosque at Makkah now has room for 730,000 worshippers.*
2. What is the total area of the Holy Mosque at Makkah now?
3. What was the area of the Holy Mosque at Makkah before the extension?
4. What is the total area of the Holy Mosque at Madinah now?
5. What was the area of the Holy Mosque at Madinah before the extension?

B. Listen to the discussion again.
Look at the words on the left and those in the box. Choose the words from the box which you think best explain the words on the left:

1. room ( )
2. worshipper ( )
3. normal ( )
4. Not at all. ( )

a. a person praying
b. You are welcome.
c. ordinary
d. space

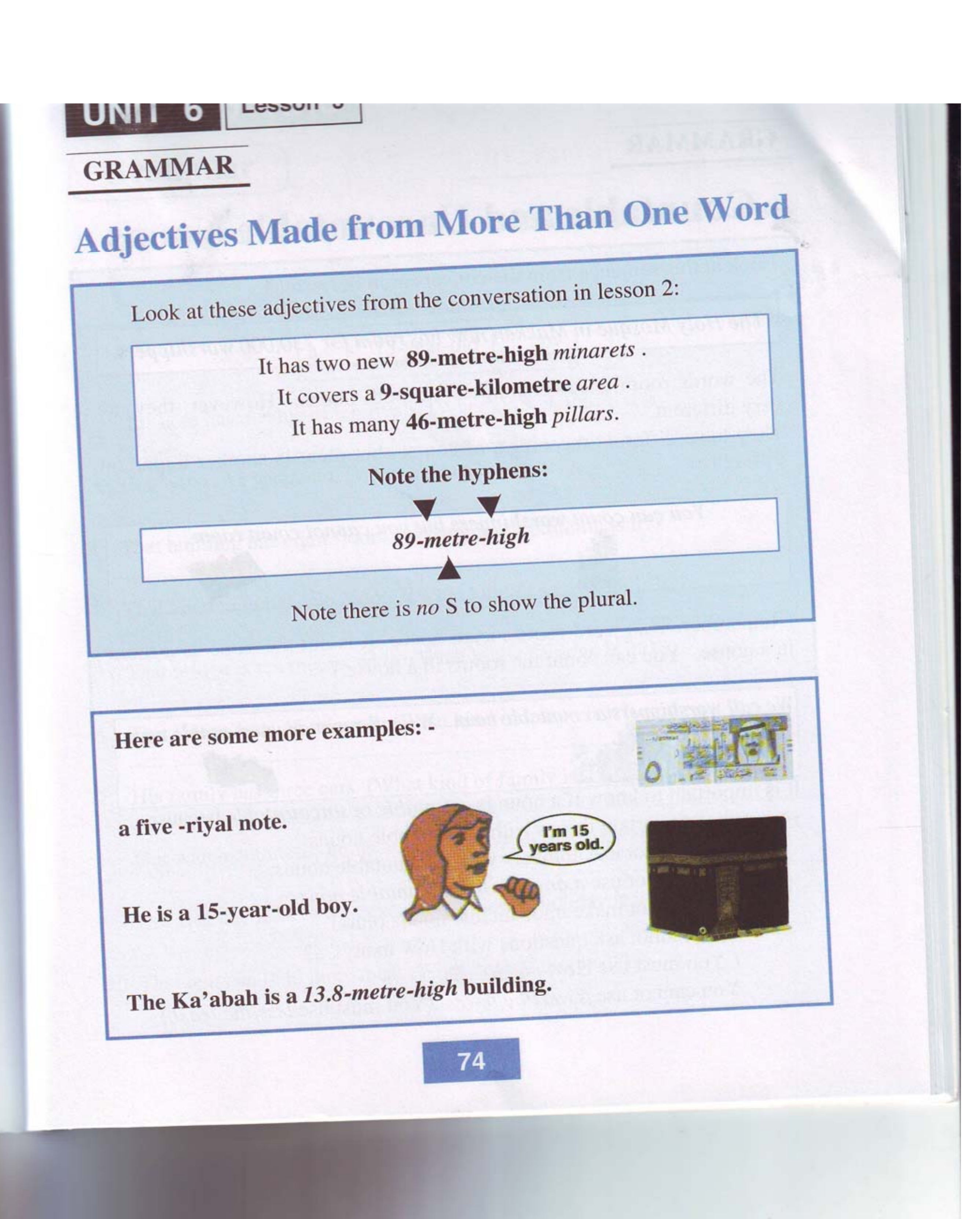
C. Finally, what do you know about the extension of the two Holy Mosques? Discuss this in English with your teacher and classmates.

CONVERSATION PRACTICE

1 Practise the conversation in column A below.

	A	B	C
Reporter:	Can you give us some details about the *Holy Mosque at Makkah?*	*new KSU campus at Riyadh*	*Pilgrims Terminal at Jeddah airport.*
Expert:	Yes, certainly. For a start, *it has room for 1,000,000 worshippers.*	*can accommodate 15,000 students*	*can handle 80,000 pilgrims a day*
Reporter:	What about the design?		
Expert:	*It matches the rest of the building and has two new 89-metre-high minarets.*	*is very modern and covers a 9-square-kilometre area.*	*is tent-shaped and has many 46-metre-high pillars.*
Reporter:	Thank you for telling us those interesting facts.		
Expert:	Not at all.		

2 Make more conversations but this time use the words in B and C columns.



GRAMMAR

Adjectives Made from More Than One Word

Look at these adjectives from the conversation in lesson 2:

It has two new **89-metre-high** *minarets* .

It covers a **9-square-kilometre** *area* .

It has many **46-metre-high** *pillars*.

Note the hyphens:

89-metre-high

Note there is *no* S to show the plural.

Here are some more examples: -

a five -riyal note.

I'm 15 years old.

He is a 15-year-old boy.

The Ka'abah is a ***13.8-metre-high*** **building.**

UNIT 6 Lesson 3

Grammar

A. Answer the question. What kind of .. . . is it? with adjectives like these:

a	five- riyal	note
a	15-year-old	boy

1. This note has a value of ten riyals. (What kind of note is it?)
   It is a

2. That boy is 13 years old. (What kind of boy is he?)

3. That building has eight floors. (What kind of building is it?)

4. That apartment has two rooms. (What kind of apartment is it?)

5. That bridge is ten metres wide. (What kind of bridge is it?)

6. This lesson lasts 45 minutes. (What kind of lesson is it?)

7. His family has three cars. (What kind of family is it?)

8. Our watch counts 24 hours every day. (What kind of watch is it?)

9. Our Holiday lasts two weeks. (What kind of holiday is it?)

10. That tent can hold three men. (What kind of tent is it?)

B. **You can find out if a noun is countable or uncountable by looking in a dictionary. In many dictionaries, countable nouns have (nc) or (c) after them and uncountable nouns have (nu) or (u) after them. Here are two examples.**



(nu)(c)

ad-ven-ture (ad **ven** ture) (*nc*) an exciting or dangerous event or journey.
He wrote a book about his adventures in the jungle.
The explorer told us about his adventure in the Antarctic.

phar-ma-col-o-gy (pharma **col** ogy) (*nu*) the scientific study of medicines and their effects.
He is studying pharmacology.
The pharmacology department at the hospital can tell you what that medicine contains.

Look at the word study on your book, lesson 5. Look at all the nouns.
Make a list of all the countable nouns on the left on the next page.
Make a list of all the uncountable nouns on the right on the next page.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10

Countable	Uncountable
1. ______	1. ______
2. ______	2. ______
3. ______	3. ______
4. ______	4. ______
5. ______	5. ______
6. ______	6. ______
7. ______	7. ______
8. ______	8. ______
9. ______	9. ______
10. ______	10. ______

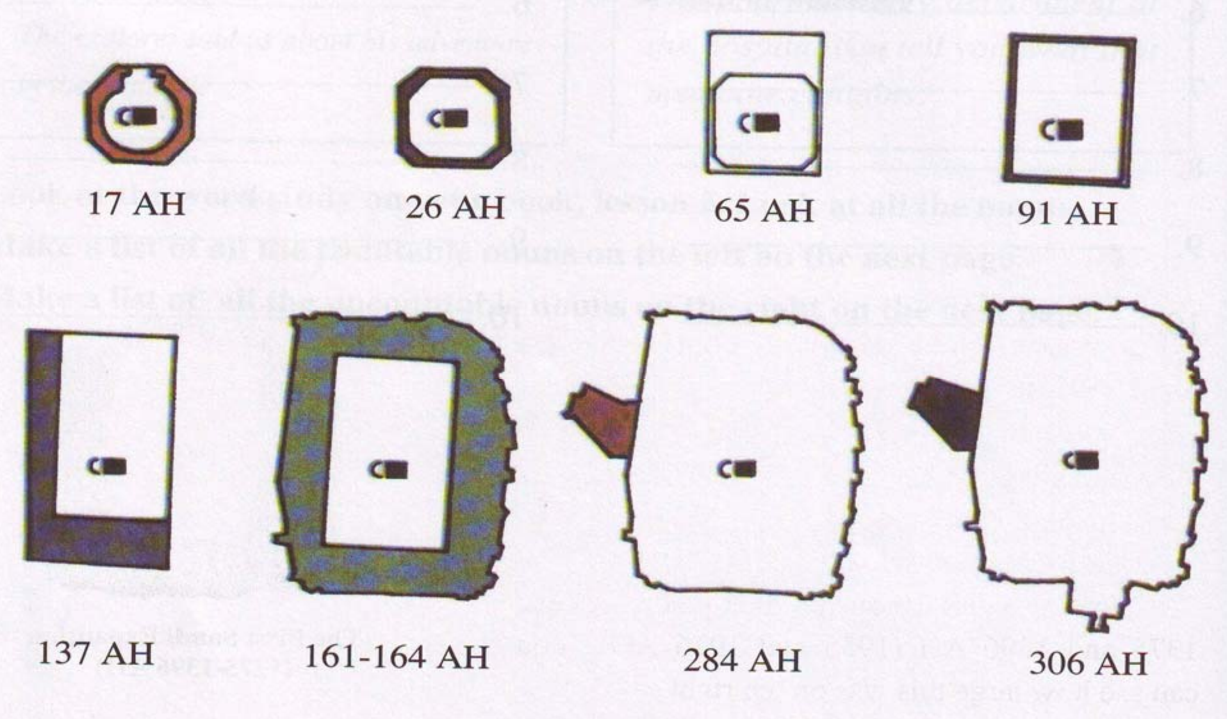
READING

THE EXPANSION OF THE HOLY MOSQUE AT MAKKAH AL-MUKARRAMAH



The Holy Mosque at the Time of the Prophet Muhammad
(Peace Be Upon Him)

Expansions between the Year 1 AH and 1375 AH



THE EXPANSION OF THE HOLY MOSQUE AT MAKKAH AL-MUKARRAMAH

On Tuesday, 2 *Safar* 1409 AH (13 September 1988 AD), the Former Custodian of the Two Holy Mosques, King Fahd, laid the foundation stone for a new addition to the Holy Mosque at Makkah Al-Mukarramah.



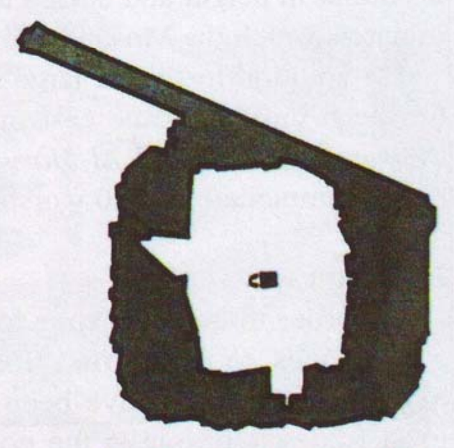
History

This is not the first time that the Mosque
5 has been expanded. If you look at the plans page(79), you will see that it was enlarged eight times between the days of the prophet Muhammad (Peace be upon him) and the Saudi period.

Expansion under the Al-Saud Family

The First expansion

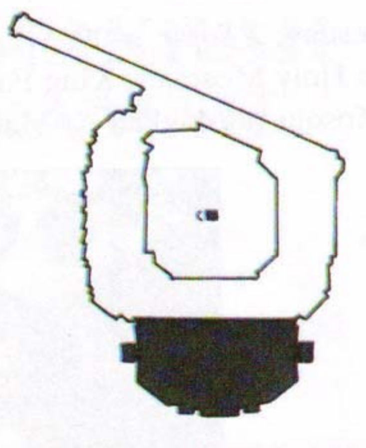
10 The first Saudi expansion took place between 1375 and 1396 AH (1955 and 1976 AD). You can see how large this was on the right.



The First Saudi Expansion (1375-1396 AH)

The Second Saudi Expansion

With the latest expansion, the total area of the Holy Mosque has reached 361,000m². This gives enough room for 730,000 worshippers for everyday prayer and *Umrah*. The number which it can accommodate has increased to 1,000,000 during the pilgrimage season.

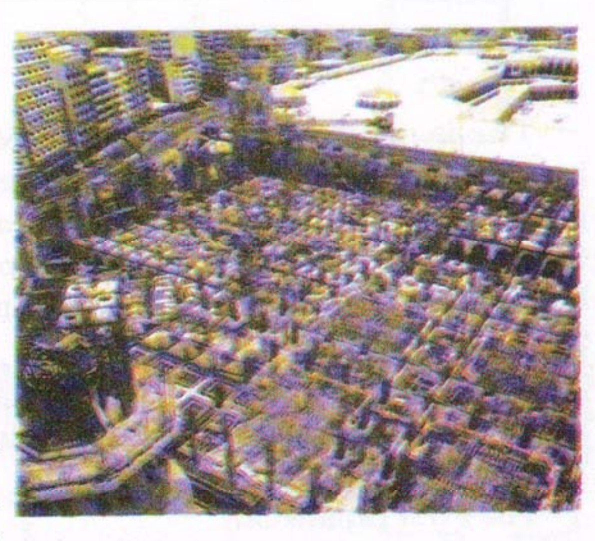


The Second Saudi Expansion (1409-1414 AH)

What Has Been Added?

The main addition is a large annex built onto the western side of the Mosque where 140,000 worshippers can pray. It consists of three floors: a basement, a ground floor and a first floor. The annex has one main entrance, fourteen secondary entrances and two new 89-metre-high minarets. The Mosque now has a total of three main entrances and twenty-seven secondary entrances. Each of the minarets is similar in height and design to the seven minarets which the Mosque had before.

In addition to this, a large open plaza has been created to the east of *Al-Mas'a* (between *As-Safa* and *Al-Marwah*) which can accommodate 65,000 worshippers.



The Annex during Construction

Escalators

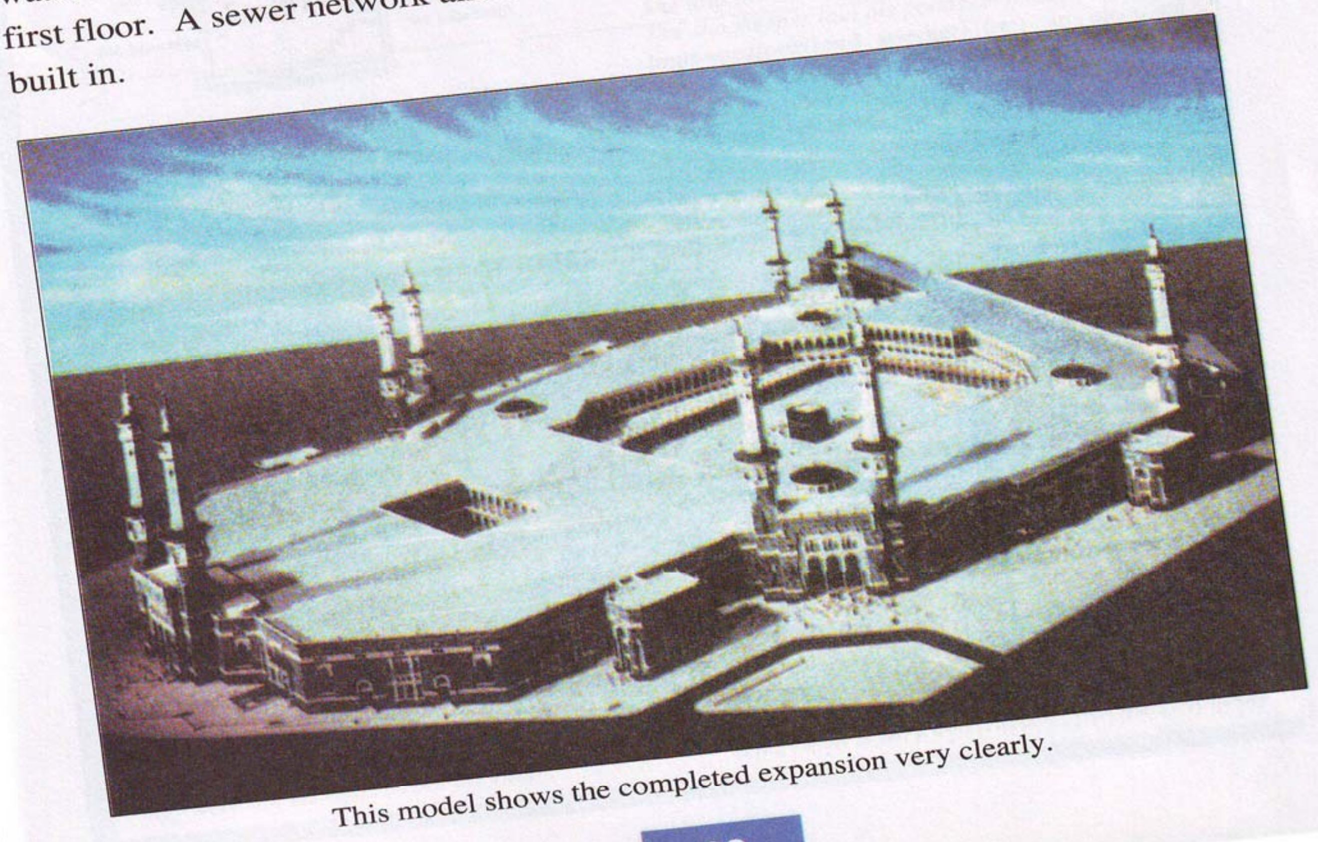
In order to help pilgrims, particularly elderly ones, to move from floor to floor, two new escalators have been built next to the extension; one at the northern end and one at the southern end. Each of these can handle 15,000 people per hour.

Power and Ventilation

Two new power stations provide the electricity for the additional lighting, loudspeakers, TV studios, telephones and clocks. Central air-conditioning has been provided for the basement. The ground floor and first floor are ventilated by the natural flow of air from windows and doors, aided by ceiling fans. 45

Water

The new building includes a modern rainfall drainage system. *Zamzam* water is available to pilgrims from 60 taps on the ground floor and 36 on the first floor. A sewer network and a fire-fighting sprinkler system have also been built in.



This model shows the completed expansion very clearly.

Reading

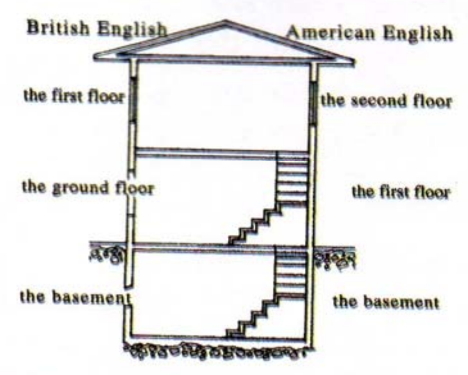
Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out the correct statement if you put F.

	T or F?	Line (s)	Statement
1.			The Holy Mosque at Makkah was expanded eight times between the year 1 AH and 1375 AH.
2.			The total area of the Mosque is now 730,000m2.
3.			The new annex has been built on the western side of the Mosque.
4.			The Mosque now has a total of fourteen secondary entrances.
5.			The new escalators can handle 15,000 people every day.
6.			There are 96 taps for Zamzam water in the new building.

UNIT 6 Lessons 5-6

WORD STUDY

base-ment (**base** ment) (*nv*) a room or rooms in the house below the ground.
They live in a flat in the basement.



clock (*nc*) an instrument for measuring time but not worn on the wrist like a watch.
drain-age (**drain** age) (*nu*) a system of pipes for carrying away waste water.
When it rains in winter, the drainage in our town does not work very well. The streets are full of water.
el-der-ly (**el** derly) quite old.
He is becoming elderly and cannot walk very fast.
es-ca-la-tor (**es** calator) (nc) stairs which move so that you do not have to walk up with them.
That shop has an escalator between the ground floor and the first floor.
*Can you think of any buildings you have seen which have escalators?
ex-ist-ing (ex **ist** ing) (*adj*) belonging to the present time:
The new airport between Jubail and Dammam will replace the existing one in Dhahran.
fan (*nc*) 1. an instrument in the shape of a half circle which you hold in your hand and use to blow air into your face.
Women used to carry fans to keep themselves cool.
2. an electrical instrument in the shape of a propeller which is used to blow air aorund a room.
We used the air-conditioning and a ceiling fan but they were not enough to cool the room.
3. a keen follower or a supporter of a sport or of a famous person.
He is a football fan.
*Which of the meanings is correct for the reading passage in lesson 4?
foun-da-tion stone (foun **da** tion stone) (*nc*) a stone with words cut onto it, which is laid by an important person at the beginning of the construction of an important building.
King Faisal laid the foundation stone for KFUPM.
*Can you think of a building you have seen which has a foundation stone? Who laid it?
lay (*vt--irreg.* **laid--laid**) place or put.
She laid the clean clothes on the chair.
The shopkeeper laid his goods on the counter.
loud-speak-er(**loud** speaker) (*nc*) an electrical instrument which makes sounds louder.
The King spoke to the people over a loudspeaker.
par-ti-c-u-l-ar-ly (par **tic** ularly)(*adv*) especially
Malaria is quite common, particularly in hot wet countries.
Stairs can be dangerous, particularly for elderly people.
pla-za (**pla** za)(*nc*) an open area in a town or city.
The new city centre has many small plazas where people can sit and relax.
sprin-kler (**sprin** kler) (*nc*) a mechanical instrument for spreading drops of water over a large area.
The graden is very dry. Turn the sprinkler on.
Most new buildings have a sprinkler system built into the ceiling. The sprinklers turn on when there is a fire.
ven-ti-late (**ven** tilate) (*vt-reg.*,) allow fresh air to enter a room and move around it.
After the fire, they had to ventilate the house for weeks because of the smell.
ven-ti-la-tor (**ven** tilator) (nc) an opening in the wall which can be opened or closed to ventilate the room.
This room is very hot. Please open the ventilator.

Word Study

Write the correct words.

1. We wanted to put five suitcases into the family car but there was only ____________ for four.
2. I cannot walk up all those stairs. Let's take the ____________ .
3. Go and turn on the ____________ to water the garden.
4. What's the time? The ____________ is too far away. I cannot see it.
5. We heard the call to prayer from the mosque over the ____________ in the minaret.

escalator
loudspeaker
room
clock
sprinkler

6. They opened all the windows and ____________ the bedroom.
7. The prince ____________ the foundation stone for the new school.
8. Their old house ____________ seven rooms.
9. The family bought a car which was so large that it ____________ all of them including six children.
10. Macbeth, ____________ by his wife, killed King Duncan.

consisted of
accommodated
ventilated
laid
aided

11. The ground floor of their new house has an area of 200 ____________ metres.
12. It is often difficult for ____________ people to cross the road. We should always try to help them.
13. Saudi Arabia's ____________ product is oil. Wheat is a ____________ product for the Kingdom.
14. Today, the temperature is 5°C. This is very cold for November. The ____________ temperature for this time of the year is 15°C.

main
elderly
square
normal
secondary